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CAMBRIDGE Global English

Learner's Book 2

Elly Schottman & Caroline Linse



Second edition

Digital access

 Cambridge Assessment
International Education

Endorsed for full syllabus coverage



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CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

Learner's Book 2

Elly Schottman & Caroline Linse

Series Editor: Kathryn Harper

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	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	Greet and introduce classmates Understand and repeat conversations Learn a TPR chant and months of the year song Ask/answer questions	Maths: Count from 1 to 30 Use calendar information (date, month) Enter and discuss information in a chart	Alphabet review Use a picture dictionary	Work together in partners and in groups Teach newly learned words to others Critical thinking: Ask for information and clarification Search for information online and in books (dictionary)
	Listen for main ideas and details Follow instructions Ask and answer questions Discuss likes and dislikes Sing songs	Language arts: Distinguish between fiction and informational text Use a dictionary Social Studies: Schools around the world Maths: Count Tell the time Understand information presented in a chart	Alphabet review; vowels and consonants Short vowel sounds Digraphs: sh, ch, tch, th Write words spelled aloud	Activate prior knowledge Work collaboratively, teamwork Search for information online on maps, in charts, in books Share ideas, information Critical thinking: Compare and contrast Classify Reflection/self-assessment Values: Being responsible
	Listen for main idea and details Ask for, give and follow directions Listen to and conduct interviews Say, sing, act out poems and songs	Geography: Interpret a map, use a map grid Learn about countries and continents, landforms Social Studies: Community, jobs	-r modified nouns: er, ar, ir, or, ur. Suffix: -er and -or Prefix: un-	Activate prior knowledge Work collaboratively Share ideas Critical thinking: Classify Enter information on maps, diagrams, survey charts Communicate information Reflection/self-assessment Values: Being a good global neighbour
	Listen for details and main idea Follow and give instructions Recognise simple words spelled aloud Ask and answer questions Express likes, dislikes and feelings Play guessing games Say, sing, act out poems, song and play	Science: Parts of the body, healthy habits (food, exercise) Learning about diversity in birds Interpreting a chart PE: Active games and challenges	Long vowel sounds and spelling: silent e Long a spellings: a_e, ai, ay Digraph: ph	Activate prior knowledge Work collaboratively Share ideas, information Critical thinking: Classify Compare and contrast Reflection/self-assessment Values: Identify feelings, show empathy
	Listen for main idea and details Ask and answer questions Recall facts Describe actions and events, cause and effect Express feelings Say, sing and act out poems and songs	Science: Use physical models to learn about day and night, and how shadows change during the day Conduct shadow experiments Make predictions, record results and findings	Long i spellings: i_e, -ight, -y Compound words	Activate prior knowledge Work collaboratively Pose questions, research answers Share ideas, information Critical thinking: Cause and effect Make predictions Reflection/self-assessment Values: Wondering and learning about the world around us



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112–113	Check your progress 2			
114–129	7 The world around us	Objects in nature tree, grass, pond, etc. Earth Day Parts of a tree/plant Fruits and vegetables Shopping	Present continuous: <i>with</i> (accompaniment) Demonstrative adjectives and pronouns <i>this, these, that, those</i> Object pronoun <i>one</i> <i>There was/were</i> Past simple	Guided writing: A poem, a poster, an autobiography Poem, song, informational text, biography Make predictions Activate prior knowledge Pose a purpose for reading
130–145	8 Home, sweet home	Parts of a building, rooms, furniture Animal homes Weather/climate Construction materials	Future simple form: <i>will</i> Use <i>for</i> to indicate recipient Use contractions in present, future and past: <i>don't, doesn't, won't, didn't</i> Use <i>can</i> to make requests and ask permission Adverb: too	Guided writing: Write a description of a room Complete a fact sheet (note-taking) Poems, song, informational text Understand words through context Summarise Take notes
146–161	9 Let's explore the city!	City places Transportation Shopping Food Clothes Animals Shops and shopping Opposites	Contrasting past, present and future tenses Common <i>-ly</i> adverbs Descriptive adjectives Demonstrative adjectives: <i>that, those</i>	Guided writing: Descriptions, directions, narrative with future plans Poems, song, menu, story, Informational text – maps and diagrams Make connections
162–163	Check your progress 3			
164–175	Picture dictionary	Review of vocabulary and themes		



Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
<p>Listen for main idea and details Ask and answer questions Follow instructions Express opinions Sing songs, say tongue twisters, act out stories</p>	<p>Maths: Counting to 100 by tens, forward and backward Counting by twos Estimating Measuring lengths with non-standard and standard units Geometric shapes</p>	<p>Words that sound alike (homophones)</p>	<p>Activate prior knowledge Do collaborative problem-solving Share ideas, information</p> <p>Critical thinking: Creative problem-solving State and support opinions Reflection/self-assessment</p> <p>Values: Identify character qualities we admire</p>
<p>Listen for main idea and details Ask and answer questions Spell words aloud Recall facts Discuss and describe animal appearance and behaviour Say, sing, act out poems, song, and stories</p>	<p>Science: Learn about insects and spiders Compare how animals are similar and different in their body parts Understand how insects help people</p>	<p>Rhyming words Long e spellings: ea, ee Variant sounds of ea: <i>bread, tea</i></p>	<p>Work collaboratively Share ideas, information Activate prior knowledge Pose questions, research and answers</p> <p>Critical thinking: Compare and contrast Classify Cause and effect Sequence Reflection/self-assessment</p> <p>Values: Everyone needs a little help sometimes. It is important to be helpful.</p>
<p>Listen for main idea and details Follow and give instructions Ask and answer questions Discuss and apply information</p>	<p>Science: Environmental awareness and protection Parts of a plant Materials and goods from a tree</p>	<p>Long o spellings: o_e, oa, oe, ow, o Variant sounds of ow: <i>slow, cow</i></p>	<p>Integrate prior knowledge Work collaboratively Share ideas, information</p> <p>Critical thinking: Classify Cause and effect Sequence Reflection/self-assessment</p> <p>Values: We need to take care of planet Earth.</p>
<p>Listen for main idea and details Follow and give instructions Ask and answer questions Make decisions and choices Share information</p>	<p>Social Studies/ Geography: Homes around the world World places Climates Science: Playground physics (ramps) Making predictions Animal homes Building materials</p>	<p>Long u spellings: u_e, ue, oo, ew Variant sounds of oo: <i>look, roof</i></p>	<p>Activate prior knowledge Work collaboratively Share ideas, information</p> <p>Critical thinking: Compare and contrast Classify Cause and effect Interpret diagrams Reflection/self-assessment</p> <p>Values: Recognise the benefits of working together</p>
<p>Listen for information Follow directions Ask and answer questions Make and explain choices Express opinions, likes and dislikes</p>	<p>Geography/Social Studies: Maps Places in a city Transportation Schedules Digital literacy</p>	<p>Identify opposites -ly suffix (adverbs)</p>	<p>Apply prior knowledge Work collaboratively Share ideas, information</p> <p>Critical thinking: Compare and contrast Interpret maps and diagrams Support an opinion with reasons Reflection/self-assessment</p> <p>Values: Appreciate your home Describe specific things you love about your home</p>



How to use this book



In this book you will find lots of different features to help your learning.

Find out what you are going to learn in the lesson.

We are going to...

- spell our names and introduce a friend.

Get started by thinking about a 'big question'. Look at a photo and talk about what you know.

Getting started

What can you say when you meet a new friend?
Share your ideas.

Important words and their meanings. These words are included on wordlists in the Teacher's Resource.



book

map

calendar

clock

tablet

The key words include vocabulary from other subjects, instruction words and Academic English terms.

Key words

title: name of a book or story
author: the writer

Tips you can use to help you with your learning.

Language tip

Look at the chart on the wall in the big picture.

Be a Language Detective! Find out more about grammar.

Language detective

Say and write the missing word.
The children **sing**.
Marco **sings**.
The children **read**.
Marco _____.

Watch grammar presentations on Digital Classroom.





How to use this book

At the end of each unit, there is a choice of projects to work on together, using what you have learned. You might do some research or make something.

A: Make a survey

What's your favourite school subject?
Your teacher will give you a chart.
Read the subjects in the column on the left.
Ask your classmates, 'What's your favourite school subject?'
Ask them to write their names in the row next to that subject.

What's your favourite school subject?					
Science					
Maths					
English					
Music					
Art					

Questions help you think about how you learn.

How did you help your group do the project?

Look at what you have learned in the unit! Think about which skills you do well and which you need more practice with.

Look what I can do!

- I can talk about classroom objects and school activities.
- I can talk about the time and the days of the week.
- I can talk about parts of a book.
- I can talk about who things belong to.
- I can read and write words with short vowel sounds.
- I can read and write about schools.

At the end of every 3 units, stop and check your progress! Play games and do activities to review what you have learned.

> Check your progress

Treasure hunt

START

You need:

- 2 to 3 players
- a different game marker for each player
- number cards.

1 What day is it today?

19 Find the treasure. It's in the tree.

20 Find the

Find out the meaning of words and stick your stickers in the Picture dictionary.

1 Days of the week

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Audio is available with the Digital Learner's Book, the Teacher's Resource or Digital Classroom



Video is available with Digital Classroom



How to use this book: **Teacher**

Lesson 1: The **Think About It** lesson introduces the topic through a big question and an image to generate discussion.

Many units include a video, available on Digital Classroom.

Lesson 2: The **Let's Explore** lesson explores the unit topic further.

Sticker activities encourage learners to think critically.

Lesson 3: The **cross-curricular** lesson prepares learners to learn in English across the curriculum.

1 A day at school

1.1 Words around us

We are going to...
• talk about classroom objects and days of the week.

Getting started
Where can you see words?
Look around your classroom.

1 Listen and point.
What are the children reading?

2 Sing a calendar song.
What day is it today?
Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

1.1 Think about it

3 Listen, point and say.
Then listen and answer the questions.

4 Colours and numbers.
Look around your classroom.
Ask questions about colours and numbers.

5 Read and listen to the poem.
When I open up a book
Each page whispers, 'Look! Look! Look!'
Sports and monkeys, trains and kings,
Stories of amazing things.

6 Write a new version of the poem.
What do you like to read about?
Write new words instead of the red words.
Draw a picture to go with your poem.

6.2 Crickets and other insects

We are going to...
• learn about insects.

1 What is an insect?
Listen and look at the diagram.
Then answer the questions.

2 Sticker activity.

insects	
ant	bee
butterfly	worm
cricket	spider

6.2 Let's explore

3 Listen to this interview with Maylin and her grandpa.
Find out the answers to these questions.

4 Listen to the interview again.
Fill in the missing words.

5 What do you think?
Different people like different things.
A cricket is a good pet for Maylin and her grandpa.
Is a cricket a good pet for you? Why or why not?
Write a few sentences.

2 Good neighbours

2.2 Jobs

We are going to...
• learn about different jobs.

1 Read and listen.
Use stickers to label the firefighters' clothes in the picture.

2 Listen to an interview.
Josef is a year 2 student.
He is interviewing a firefighter.
The firefighter's name is Miss Dilov.
Listen to the interview to learn about Miss Dilov's job.
Look at the picture here and on page 32.
Point to some of the things Miss Dilov talks about.

3 Complete the report.
Josef writes a report about Miss Dilov and her job.
Fill in the missing words.

4 Interview your teacher.
A teacher has an important job.
Imagine you are a reporter.
Interview your teacher.
Use these questions:

5 Write a report.
Write a report about your teacher's job.
Look at Josef's report for ideas.

Poems and chants help to reinforce topic vocabulary.

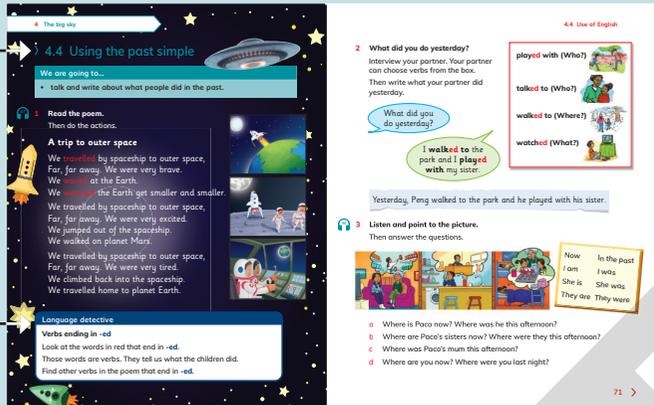
In this lesson you'll find the key words.

There are opportunities to think critically about the information in the text.



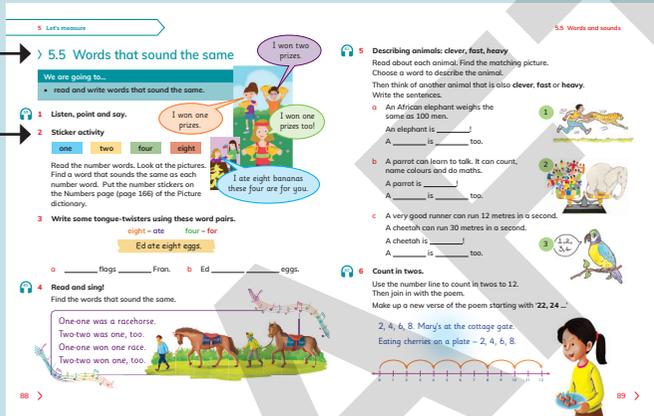
Lesson 4: The Use of English lesson develops grammar and language.

Language detective boxes present the main grammar point of each unit through an active learning approach. Digital Classroom includes grammar presentations.



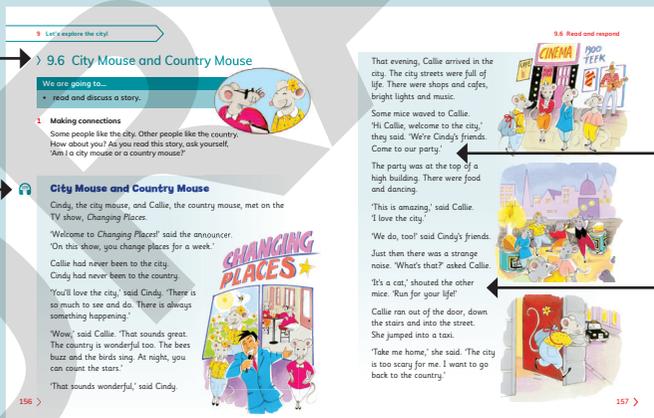
Lesson 5: In Stage 2, the Words and Sounds lesson includes a TPR song to develop phonics awareness at word level.

Practice phonics with a sticker activity.



Lesson 6: The Read and Respond lesson includes literature. This might be a fictional story, a poem or a play.

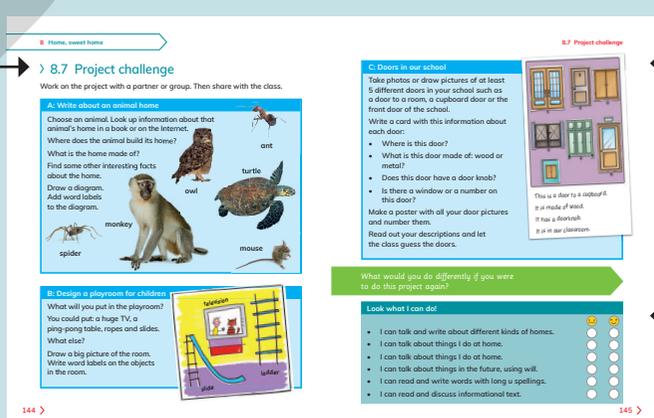
The audio can be played the first time you meet the story, before learners read the text.



The literature is used as a platform for work on values.

There is also an opportunity for creative writing.

The Project Challenge lesson includes a choice of projects.



Projects encourage 21st century skills such as communication, collaboration, and creativity.

Self and peer-evaluation checklists for projects are available in the Teacher's Resource.

2.1 Think about it



2 Listen, point and say.



window cleaner



police officer



reporter



nurse



bus driver

3 Look at the big picture.

Then answer the questions.

What is the police officer doing?

Who is the nurse helping?

Work with a partner.

Ask other questions that begin with **What?** and **Who?**

4 Count the people in the big picture.

How many children? How many grown-ups?
How many people all together?



5 Read and say the poem.

My neighbourhood

Come and meet the people in my neighbourhood.

There are neighbours helping neighbours in my neighbourhood.

There are grandmas, grandpas, cousins,

Mums and dads, girls and boys,

In my neighbourhood, the streets around my home.



2 Good neighbours

> 2.2 Jobs

We are going to...

- learn about different jobs.



1 Read and listen.

Use stickers to label the firefighters' clothes in the picture.

Firefighters have important jobs. They put out fires.

They rescue people who are inside burning buildings.

Firefighters wear special clothes that keep them safe.

They wear heavy **boots** on their feet.

They wear heavy **jackets** made from materials that do not burn.

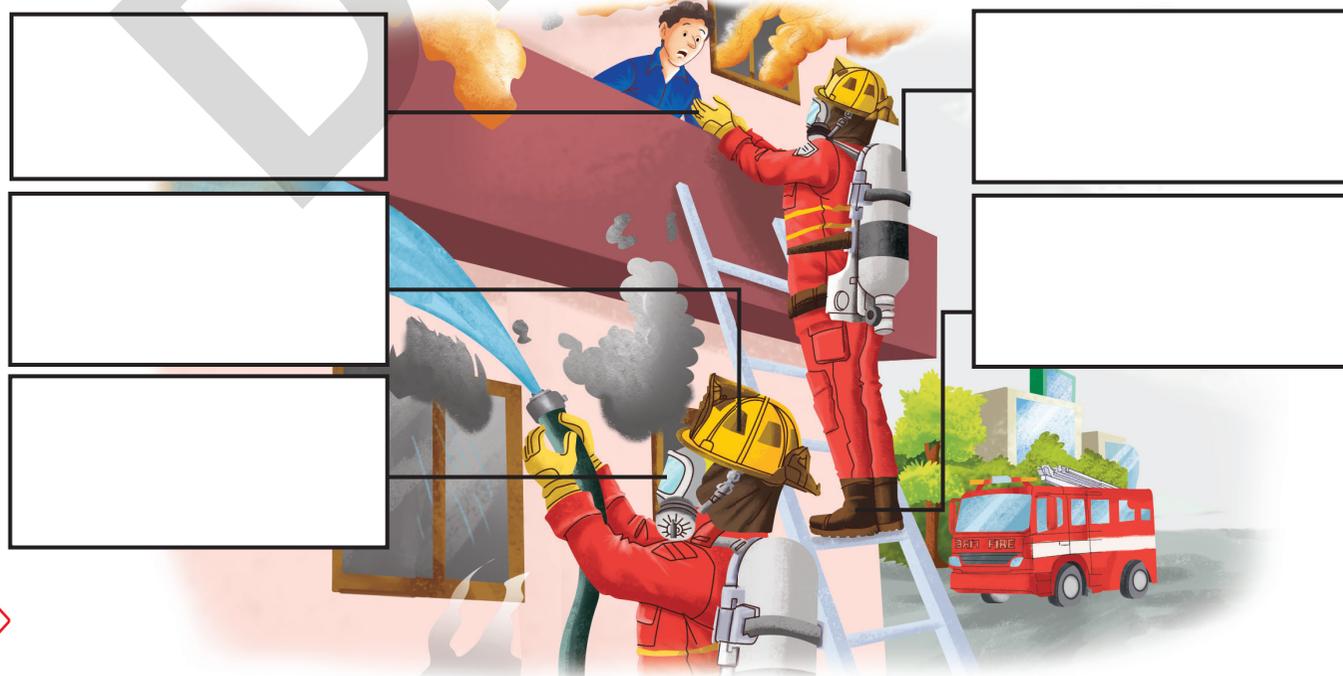
Firefighters wear **helmets**. If something falls on a firefighter's head, the helmet keeps the firefighter safe.

A firefighter wears a **mask** on their face and an air pack on their back.

The mask lets the firefighter breathe fresh air.

Firefighters wear heavy **gloves** on their hands.

They can touch hot things with their gloves.





2 Listen to an interview.

Josef is a year 2 student.
He is interviewing a firefighter.

The firefighter's name is Miss Dilov.

Listen to the interview to learn about
Miss Dilov's job.

Look at the picture here and on page 32.
Point to some of the things Miss Dilov
talks about.



3 Complete the report.

Josef writes a report about Miss Dilov and her job.
Fill in the missing words.

Miss Dilov _____ is _____ a firefighter.
_____ She _____ at the fire station.
When there's a fire, she _____ on the fire engine.
She uses _____ to fight the fire.
She also visits _____ and _____ to children about fire safety.

4 Interview your teacher.

A teacher has an important job.
Imagine you are a reporter.

Interview your teacher.
Use these questions.

- What is your job?
- Where do you work?
- What do you teach?



Writing tip

If your teacher is a man,
use the word **he**.

If your teacher is a woman,
use the word **she**.

2 Good neighbours

> 2.3 Where do you live?

We are going to...

- talk about where we live.



1 Read the letter and talk about the questions.

This is a letter from Silvia.

Dear unknown friend,

My name is Silvia Lopez. I am eight years old. I live in an apartment building. My family lives on the second floor. Look at the picture I drew of my building. Can you see me?

I live in Mexico, in a city called Merida. On the map, Merida is in square D-2. Can you see it?

My grandparents live in the largest city in Mexico.

It is the capital of Mexico. It is in square C-1 of the map.

Can you find the name of the city?

What is the capital of your country? Do you live in the capital?

I like to travel and meet new friends. Maybe someday you and I will meet!

Your friend,

Silvia



2 Learn about continents.

Silvia lives in Mexico. Mexico is in North America.

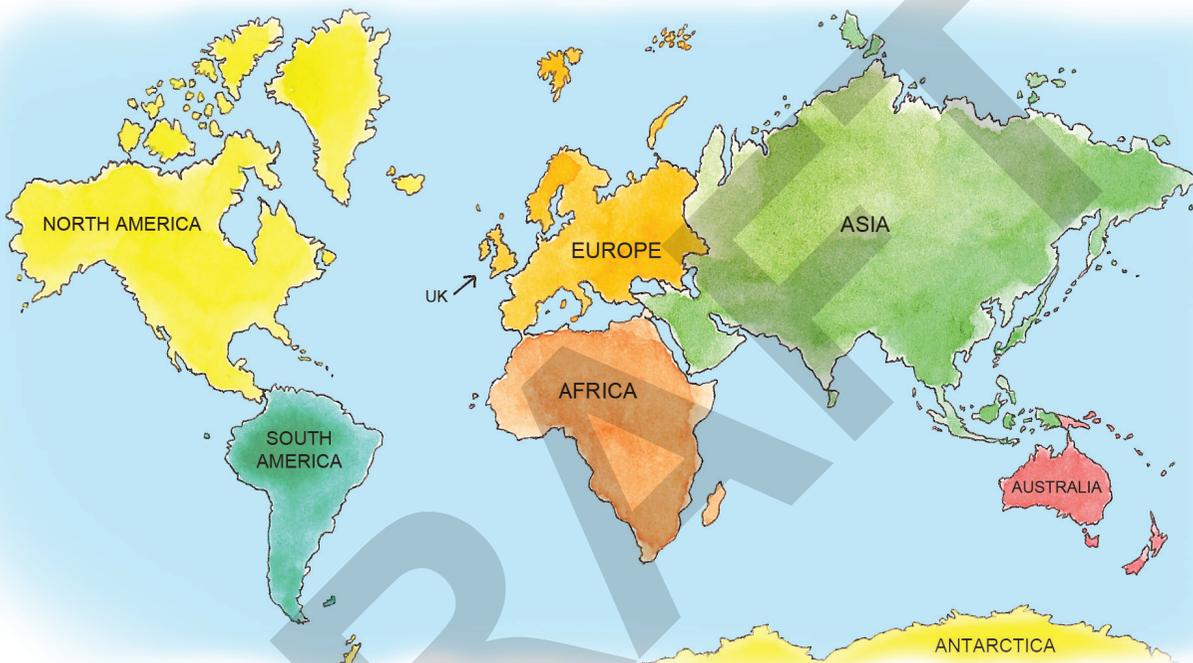
North America is a **continent**.

How many continents are there?

Which one do you live in?

Key word

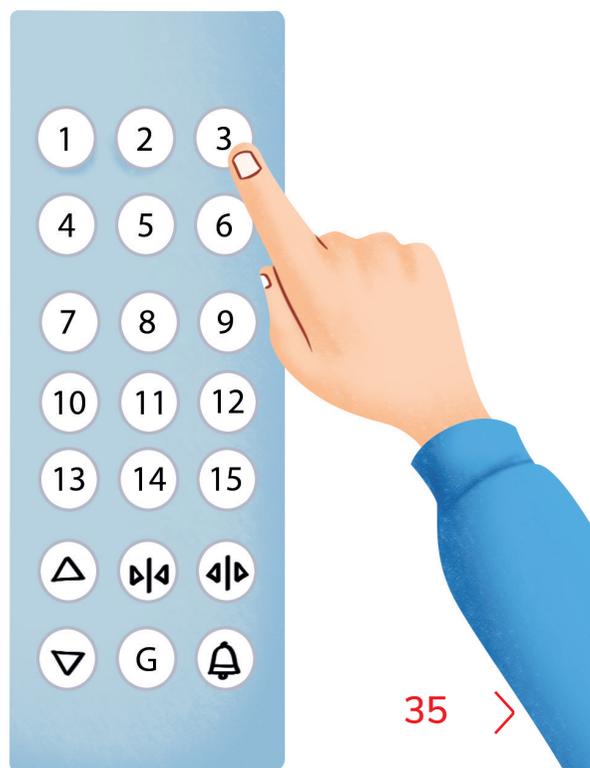
continent: Africa is a continent



3 In the lift: Going up!

Silvia's grandparents live in a tall apartment building. Silvia likes pressing the buttons in the lift. Which button does she press to get to each floor?

third floor	_____ 3 _____
twelfth floor	_____
tenth floor	_____
second floor	_____
fourteenth floor	_____
first floor	_____



2 Good neighbours

> 2.4 Saying where things are

We are going to...

- ask for and give directions.

1 Explore the shopping centre.

Look at the map of the shopping centre.

Put your finger on the **red** star.

Go straight ahead.

Which shops are on your left?

At the end, turn right.

Now which shops are on your left?



2 Find the mystery shop.

Read the clues. Find the shops.

1 It's between the bookshop and the sweet shop.

2 It's next to the shoe shop.

3 It's opposite the gift shop.

Write a new clue. Read it aloud. Can your friends find it?

Language detective

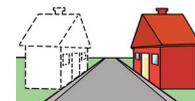
next to



between



opposite



3 Ask for directions.

Listen and follow the directions.

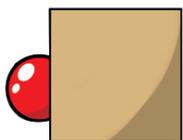
Practise the conversation with a partner.

Excuse me, where is the **gift shop**?



4 Look at the pictures.

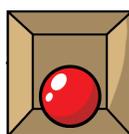
Then listen and follow the instructions.



behind



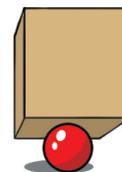
in front of



in



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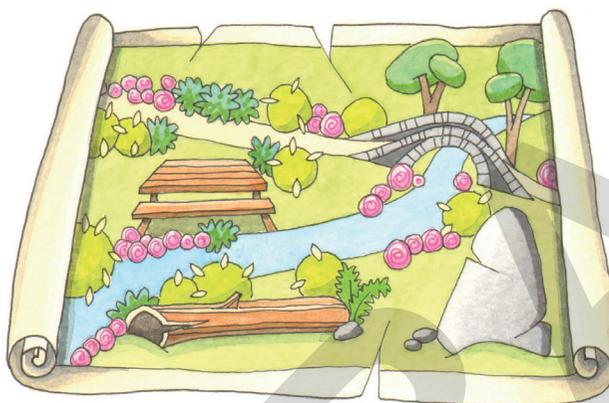
under



5 Find the treasure.

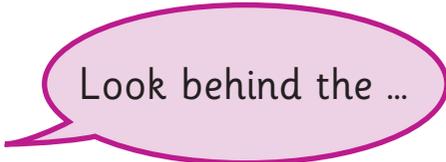
Two children are on a treasure hunt. Listen to each clue.

Where do the children look? Where is the treasure?



6 Make up a clue.

Say a clue for your partner.
Your partner must point to the map.



7 Classroom treasure hunt

Work in a group. Write four clues for your classroom.

Then hide clues 2, 3 and 4. Put a treasure where clue 4 says the treasure is. Give clue 1 to another group!

Here are some examples.

1 Look in front of the crayons.

2 Look under the teacher's chair.

3 Look in a red book.

4 Look behind the door.

Clue 4 leads to the treasure! Where did these children put the treasure?

2 Good neighbours

> 2.5 Vowels followed by r

We are going to...

- read and write words with **-er, -ir, -or, -ur**.



1 Jobs that end in **-er** and **-or**

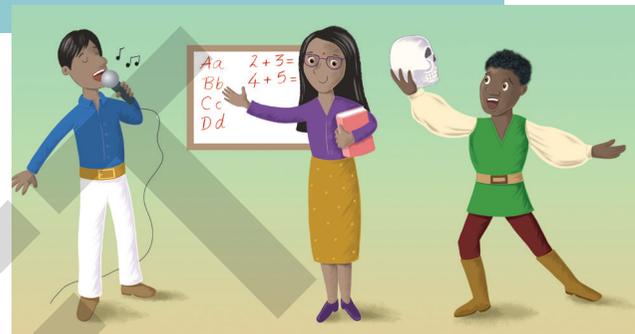
Listen and repeat the sentences.
Listen to the sound that **-er** and **-or** makes.

- a I'm a **singer**. I sing.
sing + **er** = singer
- b I'm a **teacher**. I teach.
teach + **er** = teacher
- c I'm an **actor**. I act.
act + **or** = actor

Would you like to be a singer, a teacher, or an actor?

2 Finish the sentences below by saying what the person does.

- a I am a **window cleaner**. I clean windows.
- b I am a **writer**. I _____ books.
- c I am a **sailor**. I _____ boats.
- d I am a **painter**. I _____ pictures.
- e I am a **clothes designer**. I _____ clothes.
- f I am a **baker**. I _____ bread.



3 Who am I?

Act out a worker at work. Your friends ask questions to guess your job.

Are you a singer?

No, I'm not. Try again.

2.5 Words and sounds



4 Read the sentences.

Look and listen for the sounds of vowels followed by **r**.
Find the matching picture.

- a I am a sailor. I got a sailboat for my birthday.
- b I am a birdwatcher. I like to watch birds.
- c I'm a writer. This is a story about a tiger.
- d I am a nurse. Does your elbow hurt?

1



2



3



4



Language tip

The spellings **-er**, **-ir**, **-or** and **-ur** can all stand for the same sound!

Write the words in Activity 4 that have the spelling **-er**, **-ir**, **-or** or **-ur**.

5 Sticker activity

baker

actor

painter

doctor

nurse

Read the words. Look for the spellings **er**, **or**, and **ur**. Put the matching stickers on the Jobs page (page 172) of the Picture dictionary.



6 Listen and sing.

Point to the picture of each job mentioned in the song.
When you grow up, what do you want to be?

Lots of jobs

Look around at all the jobs.
There's lots of work to do.
What do you want to be?
The choice is up to you.



> 2.6 A lot of kids

We are going to...

- read and talk about a poem and a song.



1 Before you read

The title of this poem is *A lot of kids*. Look quickly over the lines of the poem. How many times can you find the phrase **a lot of**? How many times can you find the words **kids** and **kid**?



A lot of kids

There are a lot of kids
Living in my apartment building
And a lot of apartment buildings on my street
And a lot of streets in this city
And cities in this country
And a lot of countries in the world.



So I wonder if somewhere there's a kid I've never met
Living in some building on some street
In some city and country, I'll never know –
And I wonder if that kid and I might be best friends
If we ever met.

Jeff Moss



2 Good neighbours

2 Talk about the poem.

- a Where does the girl in this poem live?
- b Are there many apartment buildings on her street?
- c Do you think that the girl is **friendly** or **unfriendly**?
- d Do you think this poem is **happy** or **unhappy**?

Language detective

What is the meaning of **un-** at the beginning of a word?

helpful **un**helpful

Can you think of another word for **sad** that begins with **un-**?

3 Write a letter to an unknown friend.

Tell the friend your name, where you live and what you like to do.

Look at the letter from Silvia on page 34.

You can begin and end your letter the way she does:

Dear unknown friend,

My name is Diego.

I live in San José.

San José is in Costa Rica.

I like to run and play with my friends.

Maybe we can meet someday.

Your friend,

Diego





4 Values: Taking care of Planet Earth

The people who live on our street are our neighbours.
People who live in other countries are also our neighbours.
We all need to work together to take care of Planet Earth.



Listen and join in the song.

We've got the whole world in our hands

Chorus We've got the whole world in our hands. (sing 4 times)

We've got our brothers and our sisters in our hands,
We've got our friends and our family in our hands,
We've got people everywhere in our hands,
We've got the whole world in our hands.

We've got the sun and the
rain in our hands,
We've got the moon and the stars
in our hands,
We've got the wind and the clouds
in our hands,
We've got the whole world in our hands.

We've got the rivers and the
mountains in our hands,
We've got the seas and the oceans in our hands,
We've got the towns and the cities in our hands,
We've got the whole world in our hands.



Watch this!

2 Good neighbours

> 2.7 Project challenge

Work on the project with a partner or group.

Then share with the class.

A: Do a survey

What do you want to be?

- Make a chart. Choose 4 interesting jobs.
- Ask your classmates: What do you want to be when you grow up?
- Write their names on the chart.

Look at the sample chart.
Which job is the most popular?

Job	Names			
painter 	Sam	Vijay	Maya	Franco
pilot 	Elsa	Seth	Basil	
clothes designer 	Lisa	Amir	Layla	
doctor 	Leon			

B: Special clothes for special jobs

What special clothes do a **beekeeper**, a **hockey player** and a **sea diver** wear?

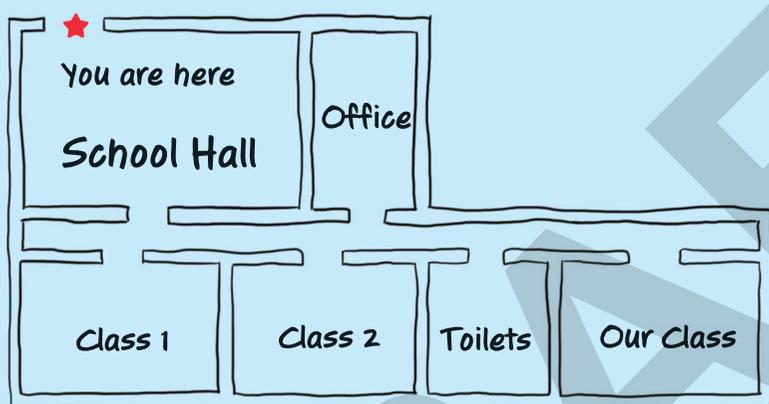
- Choose one job. Draw a picture of a person wearing the clothes.
- Write word labels for some of the clothes.
- Discuss how special clothes keep the person safe.
- Look in books and on the computer for more information.



2.7 Project challenge

C: Draw a school map

- Draw a map of the rooms in your school.
- Label the rooms. Add a photo of your classroom, if you like.
- A visitor comes to your school.
- Put your finger on the red star.
- Tell the visitor how to get to your classroom, the office, the toilets.



What is something new you learned from this project?

Look what I can do!

- I can talk about workers in my neighbourhood.
- I can learn about different jobs.
- I can talk about where I live.
- I can ask for and give directions.
- I can read and write words with **-ar, -er, -ir, -or, -ur**.
- I can read and talk about a poem and a song.

